

BELLEVUE ELEMENTARY

502 Bellevue Road
Rock Hill, SC 29730

GRADES K-5 Elementary School

ENROLLMENT 507 Students

PRINCIPAL Jane J. Sharp 803-981-1181

SUPERINTENDENT Dr. Randy Bridges 803-981-1000

BOARD CHAIR Kathy Pender 803-980-5512

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2003

ABSOLUTE RATING:

GOOD

Absolute Ratings of Elementary Schools with Students like Ours

Excellent
6

Good
48

Average
47

Below Average
0

Unsatisfactory
0

IMPROVEMENT RATING:

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS:

YES

This school met 19 out of 19 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

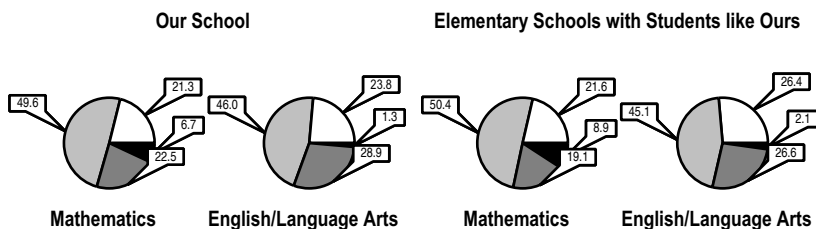
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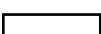
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PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Average	Average	N/A
2002	Average	Below Average	N/A
2003	Good	Unsatisfactory	Yes
2004			

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS**Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students	Parents
Number of surveys returned	27	79	57
Percent satisfied with learning environment	92.3%	84.6%	92.6%
Percent satisfied with social and physical environment	96.2%	85.7%	75.9%
Percent satisfied with home-school relations	73.1%	91.0%	85.5%

PACT PERFORMANCE BY GROUP

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced	State Objective
English/Language Arts								
All students	273	98.9	23.8	46.0	28.9	1.3	30.1	17.6
Gender								
Male	134	98.5	23.9	49.6	26.5	N/A	26.5	17.6
Female	139	99.3	23.8	42.6	31.1	2.5	33.6	17.6
Racial/Ethnic Group								
White	135	99.3	19.5	40.7	37.3	2.5	39.8	17.6
African-American	117	98.3	28.4	53.9	17.6	N/A	17.6	17.6
Asian/Pacific Islander	3	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Hispanic	11	100.0	N/A	N/A	N/A	N/A	N/A	17.6
American Indian/Alaskan	7	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Disability Status								
Not disabled	233	99.1	19.2	45.8	33.5	1.5	35.0	17.6
Disabled	40	97.5	50.0	47.2	2.8	N/A	2.8	17.6
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-migrant	273	98.9	23.8	46.0	28.9	1.3	30.1	17.6
English Proficiency								
Limited English proficient	1	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-limited English proficient	272	98.9	23.9	45.8	29.0	1.3	30.3	17.6
Socio-Economic Status								
Subsidized meals	161	99.4	31.2	50.0	16.7	2.2	18.8	17.6
Full-pay meals	112	98.2	13.9	40.6	45.5	N/A	45.5	17.6

Mathematics								
All students	273	99.6	21.3	49.6	22.5	6.7	29.2	15.5
Gender								
Male	134	99.3	16.2	57.3	21.4	5.1	26.5	15.5
Female	139	100.0	26.0	42.3	23.6	8.1	31.7	15.5
Racial/Ethnic Group								
White	135	99.3	17.8	43.2	28.0	11.0	39.0	15.5
African-American	117	100.0	25.2	55.3	16.5	2.9	19.4	15.5
Asian/Pacific Islander	3	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Hispanic	11	100.0	N/A	N/A	N/A	N/A	N/A	15.5
American Indian/Alaskan	7	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Disability Status								
Not disabled	233	100.0	14.2	52.5	25.5	7.8	33.3	15.5
Disabled	40	97.5	61.1	33.3	5.6	N/A	5.6	15.5
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-migrant	273	99.6	21.3	49.6	22.5	6.7	29.2	15.5
English Proficiency								
Limited English proficient	1	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-limited English proficient	272	99.6	21.3	49.4	22.6	6.7	29.3	15.5
Socio-Economic Status								
Subsidized meals	161	100.0	28.3	50.7	17.4	3.6	21.0	15.5
Full-pay meals	112	99.1	11.8	48.0	29.4	10.8	40.2	15.5

Abbreviations for Missing Data

N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample
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PACT PERFORMANCE BY GRADE LEVEL

		Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2002	Grade 3	85	N/A	22.6	36.9	36.9	3.6	40.5
	Grade 4	88	N/A	27.6	46.0	26.4	N/A	26.4
	Grade 5	92	N/A	29.2	51.7	19.1	N/A	19.1
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	84	98.8	26.8	31.0	39.4	2.8	42.3
	Grade 4	101	99.0	22.8	45.7	30.4	1.1	31.5
	Grade 5	88	98.9	22.4	60.5	17.1	N/A	17.1
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Mathematics								
2002	Grade 3	85	N/A	39.3	44.0	14.3	2.4	16.7
	Grade 4	88	N/A	29.9	46.0	13.8	10.3	24.1
	Grade 5	92	N/A	37.1	44.9	13.5	4.5	18.0
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	84	100.0	21.1	53.5	19.7	5.6	25.4
	Grade 4	101	99.0	15.2	47.8	27.2	9.8	37.0
	Grade 5	88	100.0	28.6	48.1	19.5	3.9	23.4
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 507)				
First graders who attended full-day kindergarten	N/A	N/A	N/A	N/A
Retention rate	1.0%	Down from 2.6%	2.7%	2.4%
Attendance rate	96.5%	Down from 97.0%	95.7%	95.9%
Meeting grade 1 and 2 readiness standards	N/A	N/A	N/A	N/A
Eligible for gifted and talented	11.4%	Up from 6.9%	12.4%	13.2%
On academic plans	N/A	N/A	N/A	N/A
On academic probation	N/A	N/A	N/A	N/A
With disabilities other than speech	8.7%	Down from 9.6%	8.6%	8.0%
Older than usual for grade	1.0%	Down from 1.3%	1.2%	1.1%
Suspended or expelled	0.0%	No change	0.0%	0.0%

Teachers (n= 35)				
Teachers with advanced degrees	48.6%	Up from 47.4%	46.9%	50.0%
Continuing contract teachers	88.6%	Down from 89.5%	85.7%	85.3%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	89.3%	Down from 95.1%	87.2%	86.2%
Teacher attendance rate	96.5%	Up from 95.5%	95.2%	95.3%
Average teacher salary	\$42,401	Up 3.7%	\$39,326	\$39,909
Prof. development days/teacher	13.1 days	Up from 11.0 days	11.6 days	11.4 days

School				
Principal's years at school	1.0	Down from 5.0	3.0	4.0
Student-teacher ratio	14.9 to 1	Down from 18.3 to 1	18.7 to 1	18.9 to 1
Prime instructional time	92.3%	Up from 91.9%	89.3%	89.7%
Dollars spent per pupil*	\$5,587	Up 6.7%	\$5,649	\$5,892
Percent spent on teacher salaries*	73.0%	Up from 71.9%	66.7%	66.6%
Opportunities in the arts	Good	Down from Excellent	Good	Good
Parents attending conferences	99.0%	Down from 99.3%	99.0%	99.0%
SACS accreditation	no	N/A	yes	yes

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools	N/A	N/A
Highly qualified teachers in high poverty schools	N/A	N/A

Abbreviations for Missing Data							
N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Bellevue Elementary and the School Improvement Council have prepared this report of achievement for the 2002-2003 school year and the goals for 2003-2004.

This was a year of change. As a result of District-wide rezoning, 40% of our students and parents were new to our school. The PTO worked to help us build a new school community through Fall Festival, Sweetheart Dance, and Bingo Night. Additional school events such as Milk and Cookies Reading Hour, Holiday Concert, Parents and PACT Dinner, Art Show and End of Year Celebrations also provided ways for families to become a part of Bellevue.

We developed an active Volunteer Tutoring program from among our parents and Spencer Estates Neighborhood Association. Rock Hill Woman's Club, Rogers Memorial ARP Church, and other local groups provided valuable student support. We also gained a new principal.

We completed our third year of the South Carolina Reading Initiative by moving the information and skills learned there throughout the school. All homeroom teachers began learning how to implement Reading and Writing Workshop strategies. All teachers learned to complete individual reading assessments each six weeks to closely track the progress of their students. Teachers began to use leveled "just right" books to provide individualized instruction or to teach reading through flexible guided reading groups. In early May 2003, in addition to taking PACT, we also evaluated each child's reading growth using the Developmental Reading Assessment protocols. We found that 85% of our students in grades 1-5 gained one or more grade levels in reading. 39% of our grade one through five students gained two grade levels on the DRA.

In 2003-2004 we will continue to learn and use Reading/Writing Workshop activities such as independent reading, literature circles, flexible reading groups, and to learn strategies which support children in becoming effective writers. Staff Study Groups and monthly in-services will focus on broadening teacher skills in effective math and science instruction.

As always, our goal is to improve our performance on PACT. We have shown steady progress over the past three years. Because "one size fits all" does not work in teaching children, we will continue to differentiate our instruction for the individual needs of students.

Jane Sharp, Principal

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.